

Digital Technology Solutions Specialist (Software Engineering)

Insert Mandatory Award (e.g. BSc in ...)

Insert Course Description (content may be taken from external web page: <https://www.shu.ac.uk/business/training-and-development/degree-apprenticeships/apprenticeship-subjects> (check accuracy)
 E.g. The course normally takes X1 years (X1 months) part-time to complete. This includes XX months on programme, up to the gateway for End Point Assessment (EPA) and X months for EPA. The EPA is integrated with the Degree so is delivered by the University [or] The EPA is delivered after the full award of credit, by a third party independent organisation registered with the ESFA as an EPA Organisation.
 Course Delivery is a blended mode of INSERT, INSERT INSERT. Apprentices attend the programme through a mix of PART TIME DAY RELEASE over XX semesters / BLOCK DELIVERY (typically XX blocks per year, XX days in each block). Teaching & learning will be face to face and online, with workplace learning supported with online anytime access resources. Applied work-based projects and 12 weekly Progress reviews equip and support you with the requisite knowledge, skills, and behaviours to meet the Apprenticeship Standard.

Employer Led Off The Job Training

	Module Duration (Start)	Module Duration (End)	Employer-led activities before modules	Employer-led activities during modules	Employer-led activities after modules	
Year 1	Designing and Developing Software Applications	1	4	Assist the apprentice in preparation for the Starting Point Exercise. Review the assessment tasks and ensure OTJ is structured to support the apprentice in meeting the assessment plan.	Support completion of the Starting Point Exercise in the first three weeks. Identify opportunities for involvement in team based programming tasks. Discuss support that can be offered to aid the apprentice with Task One (team programming task) and Task Two, review of software development methodologies.	Consider the apprentices suggestions from Task Two around software development methodologies. Discuss progress, in terms of understanding of the KSBs S2-87, S7, T1-T5 and to a lesser extent L1-L11
	Software Engineering Practices	5	8	Provide examples of as many of the following within the workplace: requirements engineering; planning software projects and managing software business risks; application design and architecture; Cloud provisioning; DevOps and Testing strategies.	Ensure apprentices has exposure to team working on the core concepts of the module, requirements engineering; planning software projects and managing software business risks; application design and architecture; Cloud provisioning; DevOps and Testing strategies.	<ul style="list-style-type: none"> Reflect on their progress towards the module's KSBs. The apprentice should be encouraged to review their achievement of KSBs S1, S3-12 as early preparation for the capstone project, identifying areas for strength, weakness, and improvement to feed into a plan for further development and applications of the KSBs in the workplace. For example, considering the opportunities for projects to use DevOps and Cloud Computing and involvement in the end-to-end project implementation. Be encouraged to actively request (drive) periodic exposure (as fit the organization's capability) to opportunities to apply their KSBs.
	Reflective Practice: Managing People, Projects & Teams	9	13	Identify activities that could provide STARE analysis evidence for leadership KSBs L1-11. Set up a project where the apprentice will take a key leadership role.	Monitor and support the apprentice in their leadership lead project. Support the Apprentice as they develop autonomy and responsibility. Facilitate additional experience for unmet KSBs. Use APRs to discuss the impact of final projects & career progression.	Reflect on leadership issues raised in the module and the leadership project. Consider these in relation to KSBs L1-11. Help apprentice in the preparation of a STARE analysis of the leadership project.
Year 2	Advanced Practitioner Inquiry	14	16	Ensure apprentice are familiar with their workplaces and companies' project needs. Help the apprentice observe the opportunities for the project and articulate potential proposed solutions before writing project proposals. Offer assistance in developing essential soft skills for fieldwork studies related to identifying projects. Review and concur with the apprentice's initial ideas for the project.	Hold periodic meetings with the apprentice to provide support for the project development by reviewing the ideas of project execution. Ensure the proposed ideas for the project are mapped to the Knowledge Skills and Behaviours as well as adding values to personal and professional development. Ensure the apprentice understands action research and follows through and adheres to the research method, ethics and company policy during the project development.	Discuss the apprentice's future career and personal development. Reflect on the proposed project for the feasibility of contribution and company growth. Assist the apprentice in identifying the key success for the project implementation at the workplace.
	Independent Study / Consultancy Project	17	22	Help the apprentice plan milestones for the completion of the capstone project.	Ensure regular meetings to review project progress. Monitor KSB coverage.	Pause after the consult project 'sprint', before the final push for the Gateway.
End Point Assessment			Project Report PR and Professional Discussion PD Preparation and checking, Provision of testimonials.			